

# Indiana's Response to Intervention Academy



***Relationships Matter:  
A Collaborative Partnership Between Family, School, and  
Community to Improve Student Achievement***

*Craig Middle School  
MSD of Lawrence Township  
[www.itschools.org/crag](http://www.itschools.org/crag)*

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Indiana State University

# Components to Consider

- Leadership
- Evidence-based core curriculum, instruction, & interventions/extensions
- Assessment and progress monitoring system
- Data-based decision making
- Cultural responsiveness
- Family, community & school partnerships

# Integrated System for Academic and Behavioral Supports

## Tier 3:

- Few Students
- Increased Frequency
- Longer Duration

*Services across tiers are fluid and data-driven*

## Tier 2:

- Small Group

District/Community Team  
Building Core Team

Intense,  
Individualized  
Support

Building Core Team

Targeted, Supplemental  
Supports

## Tier 1:

- All Students
- Preventative, Proactive

Grade Level Teams  
Building Core Team  
School Improvement Team

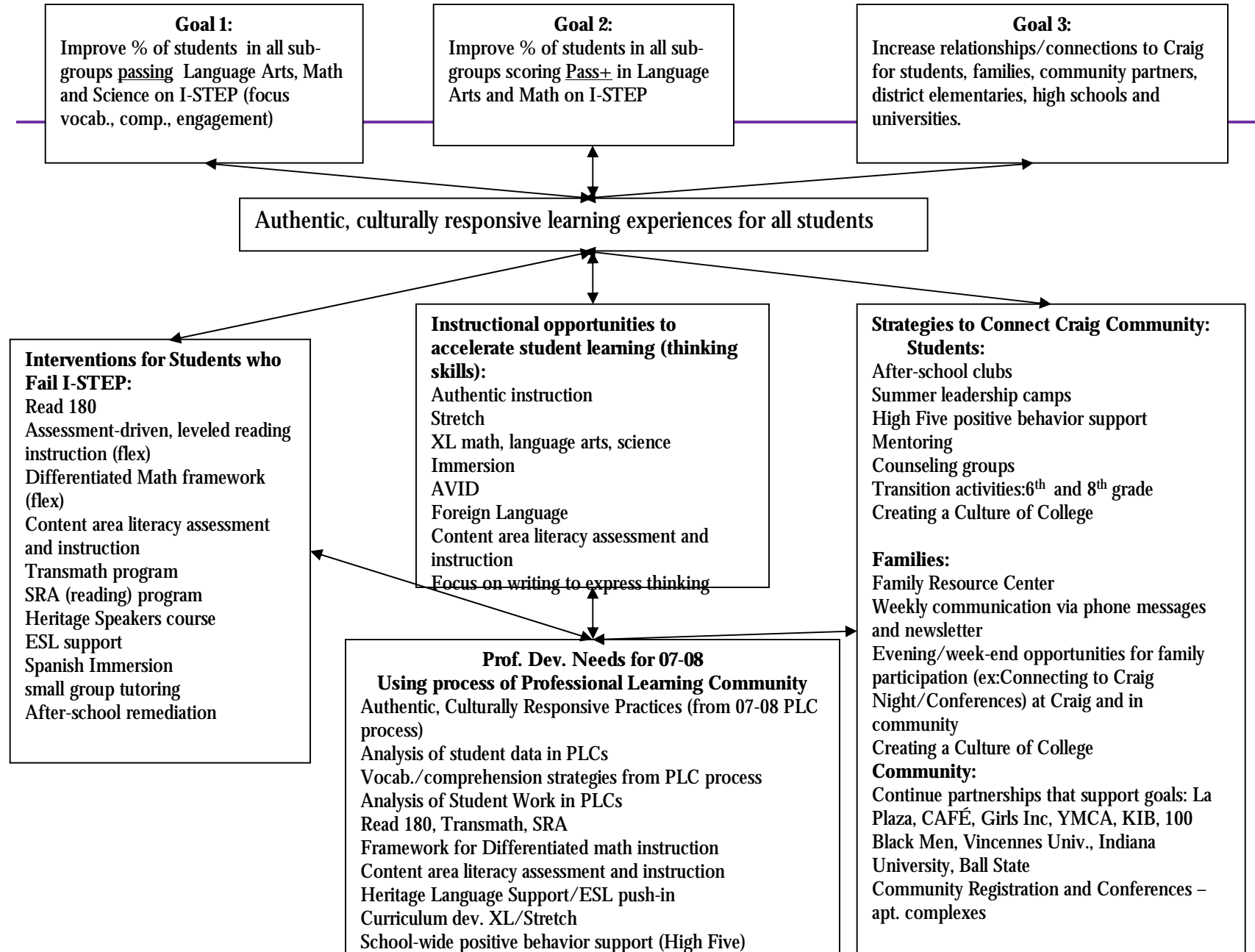
Core Curriculum, Instruction, and Learning  
Environment

## Preview:

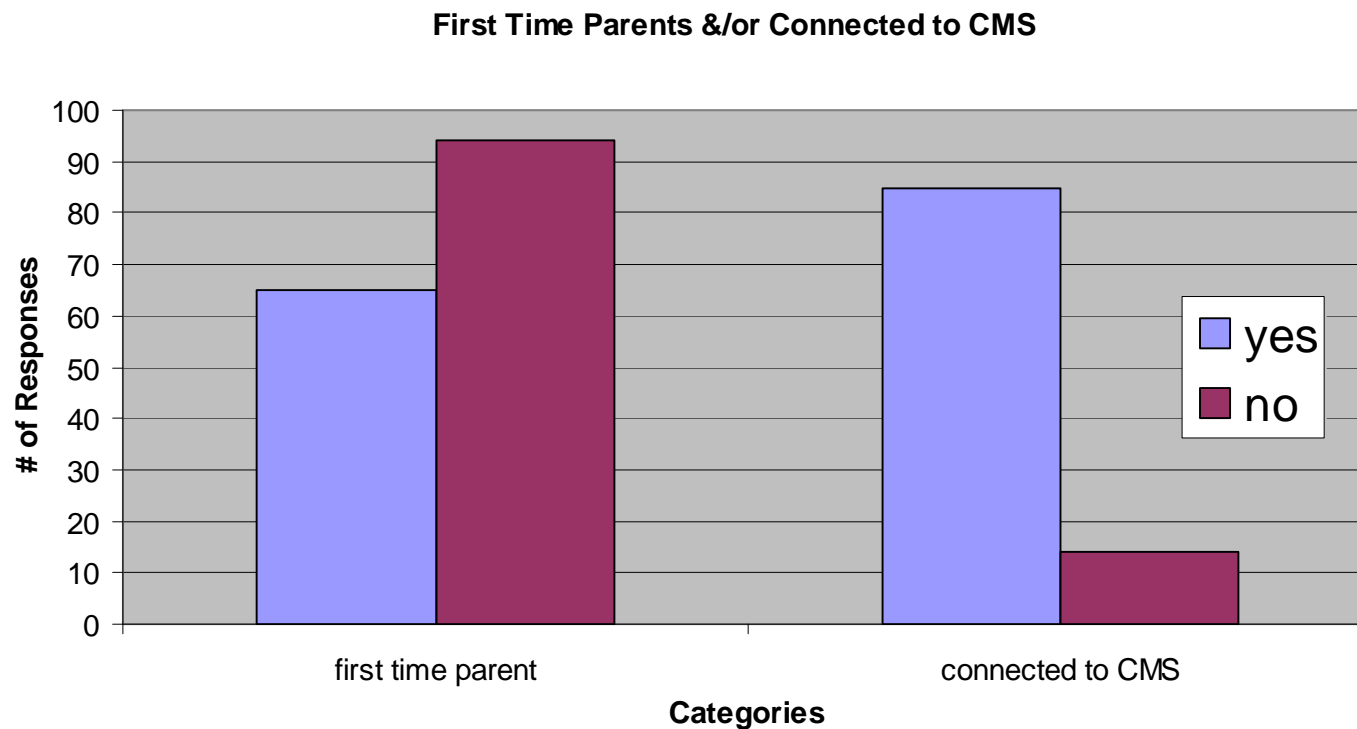
# Connecting to Indiana's Vision of RTI

- Current data (ISTEP+ information, student achievement and PLC action research) suggests more needs to be done to bring the school, home, and broader community together to provide a integrated and comprehensive continuum of supports for students to be successful in the classroom.

# Craig Middle School School Improvement Plan 2008-09



# CMS Parent Survey



Fall 2007

# Reasons Why Parents Feel Connected

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- p ***Great Communication*** (Listserve, Principal's Phone Messages, Emails, Webgrades, Neal's News, & Newsletters)
- p ***Excellent Teacher/Staff*** (Friendly, Welcoming, Positive, & Supportive)
- p ***The Opportunity to be Involved*** (Parent Patrol, Team Mom, Band Concerts, Field Trips, Athletic Events, Connecting to Craig, & Teacher/Parent Conferences)

# Reasons Why Parents Don't Feel Connected

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- p *Lack of Communication*** (Phone calls not returned, PFO only contact people inside of the group, and brochures not engaging)
- p *Other*** (New to Area, Lost of Back-to-School Night, Incorrect Information such as times and dates, Staff Not Personable, & Transition to Middle School has been difficult)



# The Results....

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- p Many opportunities for families, community, and school to form partnerships.
  - n The Family Resource Center
  - n Connecting-to-Craig
  - n Community-based Parent Conferences
  - n Leadership Academy
  - n Creating a Culture at Craig ("C4") Initiative

# The Family Resource Center

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## p Mission/Purpose:

- n Craig Middle School Family Resource Center, in partnership with families and the community, will assist all students to meet high standards and increase parental involvement in a family-friendly environment that provides knowledge and tools to empower, engage, and equip our families to better understand and participate in the educational process.

# *Welcoming Atmosphere*

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- Develop strong and abiding relationships
- Cooperative listening
- Confidences are upheld
- Visions and dreams are encouraged



# *Involved and Connected*

- p Information on community services
- p Constant communication
- p Team building
- p Provides Resources



# *Supports Academic Achievement*

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- United schools and families are key
- Promote community awareness
- Encourage and enable assessment
- Celebration of successes



# Connecting-to-Craig

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p "Every day, learn something new, and share it with those around you."

§ Dr. Lorraine Monroe

p Teachers, parents, and community sharing time and talents with students

p Building valuable relationships with positive behavioral supports



| Age Group | Male (%) | Female (%) | Both (%) |
|-----------|----------|------------|----------|
| 18-24     | 35       | 35         | 30       |
| 25-34     | 45       | 45         | 10       |
| 35-44     | 55       | 45         | 0        |
| 45-54     | 65       | 35         | 0        |
| 55-64     | 75       | 25         | 0        |
| 65-74     | 85       | 15         | 0        |
| 75+       | 95       | 5          | 0        |

10. *Journal of the American Medical Association*, 2000; 284: 2689-2695.



# *Academic, Social, and Emotional Learning*

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- ▣ Soccer Club
- ▣ Cake Decorating
- ▣ Homework Club
- ▣ Drama Club
- ▣ Sewing Club
- ▣ College-Bound Club
- ▣ Yearbook
- ▣ Student Leadership
- ▣ Ecology Club
- ▣ Climbing Club
- ▣ Best Buddies



# Community-based Parent Conferences

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- School staff hold conferences at apartment complexes.
- Meetings held in evening for working parents
- Friendly atmosphere of mutual trust and respect
- Transportation...not a problem!

# Leadership Camp

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- Summer opportunities to assist students with the development of social and leadership skills.
- Fosters meaningful interactions between students of different cultures and backgrounds.
- Staff participation to assist with the transition of skills to school setting.

# *Student-Staff Team Building*

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- Common goal of interactions is success!
- Social relationships marked by caring and trust .
- A variety of differences such as academics, ethnicity, and social economic levels.
- New challenges for all that push the limits.

# *Student-Focused Intervention*

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- Teaching positive behavioral expectations
- Positive reinforcement.
- Activities promote rule clarity and acceptance.
- Time for communication between students and staff.



# Creating a Culture of College at Craig (“C4”)

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- p A change in school climate to promote learning beyond middle school.
- p Use of community partners to assist parent and students with goal setting.
- p Understanding the value of education and why planning matters.
- p Exposure to opportunities at area universities and colleges.
- p Power to control your life!



# *College Fair*

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# Take Home: Connecting Presentation to Indiana's Vision of RTI

- Effective partnership between family, school and the broader school community translates into promoting a culture of trust and respect between families and school personnel.
- Offering families and community representatives a variety of culturally responsive opportunities to become involved in the school provides information that impacts school decision-making and governance.
- Coordinating home and community resources with school services is vital in the development of an integrated and comprehensive continuum of supports for student success.